



Co-op Academy  
Delius

# Curriculum Policy

This policy was adopted by the Governing Body in  
March 2019

This policy is due for review in March 2020

## **Introduction**

Our school's curriculum is all of the planned activities that we organise in order to promote learning, and personal growth and development. It includes the Early Years Foundation Stage and aspects of the National Curriculum. It also includes the various extra-curricular activities that the school organises in order to enrich the children's experience. We want our children to grow into positive, responsible people, who can work and cooperate with others whilst at the same time develop their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them to become independent learners. Above all, we believe in making learning fun.

Delius operates a 'Creative Curriculum' which recognises the professionalism of teachers in being able to plan and deliver the best curriculum for the specific children in their care. This allows for children to receive a rich and varied experience.

The INTEND our curriculum to:

- Meet all statutory requirements
- Ensure children feel safe and happy and ready to learn
- Give children access an exciting and engaging curriculum
- Personalise the curriculum to the needs of classes and individual pupils
- Allow pupils' voice to contribute to curriculum changes and development
- Ensure that play is a key part of learning in all classes
- Help pupils develop independence, confidence and social skills
- Promote life skills and let pupils learn how to keep themselves safe
- include work and play cooperatively with other classes and with classes from other schools where appropriate
- Promote access to the local community through visits out of school and visitors into school to develop knowledge, understanding and skills
- include experience and learn to respect all faiths and cultures
- ensure learning environment is engaging, accessible and used to support learning in a range of ways

## **Aims and objectives**

The aims of our school curriculum are:

- to enable all children to learn, and develop their knowledge, skills and interests to the best of their ability

- to promote a positive attitude towards learning, so children enjoy coming to school, and acquire lifelong skills and confidence
- to promote the wider foundation curriculum of understanding the world.
- to teach children the core skills of Communication and Literacy, Maths and PSD.
- to enable children to be creative and to develop their own thinking; and ideas
- to teach children about the developing world, including the environment and society
- to help children understand British Values and multicultural beliefs through the Delius Charter of Rights and PSD curriculum;
- to enable children to be good citizens;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To teach children to respect themselves and cooperate with others and have self-confidence
- To provide a range of exciting learning environments for pupils to embed their learning and use their skills
- To promote inclusion within our school and with our 2 Campus Schools and wider community

### **Core Principles of how we implement the curriculum**

#### Delius Creative Curriculum - Core Principles.

- The EYFS framework is used across school
- Pupils use the EYFS framework for all subjects, except when a pupil is working beyond P8, then the National Curriculum will be used. Pupils in classes working above P4 will use the Science 2 year plan, which ensures wider breadth and balance for learning
- PIVATS is used for assessment
- EYFS objectives have been colour coded to link to P levels e.g. red band is EYFS 0-11 months and P1i to P3i (see Delius coloured curriculum)
- Each class uses the band which is best suited to the majority of their pupils' levels. If there are significant differences that will hinder pupils progress objectives may be taken from different bandings
- Differentiation across Key Stages will be linked to different topics, shown in the 2 year rolling Long Term Plan. Themes ensure breadth of coverage across different subjects, and are differentiated from Early Years, KS1, LKS2 and UKS2. This is reviewed annually with Leaders of learning
- In all Maths lessons the skills of Using and Applying is now to be incorporated in to Number and Shape, space and measure. There will be

no separate objectives for this area of learning.

- PSD is threaded through the curriculum, and themed days take place to promote learning of key aspects eg Healthy Eating Roadshow
- RE is covered using the Bradford Agreed Syllabus?
- PE is focused on the theme prescribed by the co-ordinator but objectives are taken from EYFS scheme
- There may be standalone areas of learning incorporated within some themes throughout the year to ensure breadth of coverage, for example, online safety
- Pupils in PMLD classes working at P4 and below have a focused curriculum based on the four/five Individual Education Plan targets, which link to the EHCP and inform pupil outcomes
- Pupils working above P4 their learning objectives and outcomes are linked to a wider range of subject specific areas. Within the EYFS framework individual subjects are not named within the seven areas of learning and must be identified by classes of pupils working above P4 e.g. Geography is found in Understanding the World.
- Assemblies are topic themed and reinforce much of the PSD curriculum

Through our medium-term plans, objectives are clear as we work within the and Early Years Foundation Stage framework.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives/learning outcomes for each session, and to identify what resources and activities we are going to use in the lesson and identify the individual learning outcomes (see EYFS policy for Early Years Curriculum).

## **The Curriculum and Inclusion**

The curriculum in our school is designed to be accessed by all children who attend Delius. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children show development beyond that of their peers within Delius and are seen as Higher Achievers (within our range) then his/her teacher works with the core subject intervention team. In most instances, the teacher is able to provide the resources and educational opportunities that address the child's needs, within

normal class organisation. If a child's needs are better addressed or enhanced with a group peers functioning above that of his/her peer group, then we look to foster inclusion links with our campus partner schools of Lapage Primary School and Dixon's March Bank Primary Academy. Some pupils benefit from inclusion to develop social skills and play skills.

The school provides an Individual Educational Plan (IEP) for each of the children. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Parents are invited to contribute to the writing, review and evaluation of the IEP.

The school complies fully with the requirements of the Disability & Equality Act 2010.

### Home Tuition

For those pupils who are too ill to attend school we ensure, through weekly home tuition, that their education continues via input from our home tuition team with guidance from the class teacher.

### **The Early Years Foundation Stage**

The children in the EYFS follow the EYFS curriculum for children 0 -5 years. Addressing individual needs of all children lies at the heart of the EYFS. To ensure this, ongoing assessments, through observational techniques are a central part of teaching and learning within our Nursery and Early Years classes at Delius school. These are used to make informed decisions about the children's progress and plan for next steps in meeting their individual learning needs. Both formative and summative assessments are used within the EYFS. (See the full EYFS curriculum document for full information).

### **How we monitor and review the Impact of the**

Senior Leaders ensure curriculum meets pupils' needs and remains current through discussion with Leaders of Learning;

### **Development and evaluation of the curriculum**

- Liaison with all key stage and curriculum leads to ensure broad coverage is taking place.
- Liaising with other curriculum leaders within DAP and LAP to ensure best practice is maintained.
- Attending and leading 'continuing professional development' on curriculum practice.
- Report to school governing body as and when required.
- Contributing to the School Improvement Plan on all aspects of curriculum development.

### **The role of the subject leader**

The subject leader's role within Delius is to lead their curriculum team and to have an overall understanding of the assessment criteria within their subject.

They are responsible for keeping a record of whole school tracking data for their subject area and to hold teachers accountable for their class progress.

- To support colleague teachers/Leaders of learning on curriculum planning and assessment within their subject area
- To manage the budget and ensure resources needs across school are met
- To lead on curriculum moderation for their subject area
- To work across the DAP/LAP (District Achievement Partnership/Local Achievement Partnership) and contribute to wider curriculum assessment and subject moderation